DOCUMENT RESUME

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TITLE	The Effective Use of Observation as a Diagnostic Technique: Diagnostic Learning Package 8. Description of Teacher Inservice Education Materials.
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ABSTRACT

A teacher education program that uses direct observation to help teachers determine children's abilities, disabilities, learning styles, self-concept, and interests is described. Topics covered include direct observation, motivational activities, physical health, assessing pupil social interactions, and auditory and visual reception. Information is provided on purposes, content, activities and resources, evaluations, ordering information, and the history of the program and its development. A critique is also provided. (DS)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: THE EFFECTIVE USE OF OBSERVATION AS A DIAGNOSTIC TECHNIQUE - Diagnostic Learning Package - 8

Publication Date(s): 1973

Intended Users: Preservice and inservice teachers who are interested in learning how to become effective observers of pupil behavior

Grade Level(s): K - 12

Number: Individual, also adaptable to groups

Primary Focus: Use of "direct observation to help determine children's: a. abilities, b. disabilities, c. learning styles, d. self-concept, and e. interests," are highlighted.

School subject(s) and/or in-service topic(s) covered:

Topics covered are: direct observation, motivational activities, physical health, assessing pupil social interactions, self-concept, interests, learning styles, auditory reception and visual reception.

What participant does in using the materials:

Participant: reads selected material, observes students, plays games and discusses them orally and in writing, participates in discussions, makes lists in various categories presented in the material.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Resources: This product includes:

A 17 page booklet
7 Appendices
An instructor is necessary for conducting the program. That individual should be well qualified, and having expertise in the skilled use of diagnosis.

Describer critique:

The material is well written, clear, and well thought-out. Organization is good and activities appear meaningful and practical. The technical quality is good. A well-qualified intructor is essential for profitable use.

Child development a, b, c

SP013712

B. INDEPTH INFORMATION

1.0 PURPOSES:

The developer states in the booklet:

"The goal of this instructional package is to assist you in becoming an effective observer of pupil behavior. Specifically, the package will show you how to use direct observation within a classroom setting in order to gather important information on the students in your class. Some of the pupil behaviors that you will be observing include abilities that the pupils bring to the classroom, their learning problems or disabilities, ways through which the students learn, their self-concepts and their interests."

By the completion of the package, participants will have learned to observe students in the classroom for the purposes of diagnostic information regarding individual students in "1. academic areas of reading, math, social studies, etc., 2. the health and physical characteristics of pupils, 3. the motor abilities of the pupils, 4. their perceptions of themselves and others, 5. their ability to get along with others, 6. their learning channels and ways in which they receive and process information, 7. their behavioral characteristics, and other types of information."

2.0 CONTENT — Scope and Sequencing of Topics:

The Effective Use of Observation as a Diagnostic Technique - a 17-page booklet

Table of Contents:

Introduction, Objectives, Learning Activities	4 pages
Section on Observation	4 pages
Motivational Activities	1 page
Sections on Physical Health, Assessing Pupil Social Interactions, Self-Concept, Interests, Learning Styles	2 pages
Section on Auditory Reception	2 pages
Section on Visual Reception	4 pages
Section on Verbal Expressive Skills	1 page
Bibliography	1 page

There are 7 Appendices which are necessary to the use of the package - A,B,C,D, E,F & G. (See 5.3 for ordering instructions.)

This material is intended to be used sequentially.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Participants read the booklet and take part in 23 Learning Activities which include selected readings, pupil observations, written exercises, completing cognitive and performance objectives (listed in the booklet), taking an Aptitude Test, and frequent check-ups and interaction with an instructor.

Activities follow the sequence of material in the booklet (See 2.0). Training needs to be done in a school setting because of continuous need to observe and work with pupils.

Components used are Appendices A, B, C, D, E, F & G. (See 3.2 and 5.3).

3.2 Help given in use of product:

There is no separate book of instructions. All necessary guidelines for the instructor are included in the booklet and Appendices.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Participant status and progress is assessed by an instructor, who monitors satisfactory completion of the cognitive and performance objectives. There is an Aptitude Test given to participant by instructor in the section on Motivational Activities. Unsatisfactory completion of any objective requires that the participant repeat it.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

Time required for completion of the product is not specified. Although the material appears to demand a minimum of two weeks, actual time spent would depend on the intensity with which the program is administered.

Space requirements are a meeting room for participant, instructor and groups, and a classroom of pupils for observation purposes. These must be supplied by the user.

5.2 Distributor name/address:

State University College of Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222

(716) 862-5012

Contact: William Licata, Lewis Sinatra

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
EFFECTIVE USE OF OBSERVATION AS A DIAGNOSTIC TECHNIQUE (Diagnostic Learning Package)	TOTAL $8.00	No	1/participant	No
1 17-page booklet	$1.00	No		Yes
Appendix A	$1.00	No		Yes
Appendix B	$1.00	"		"
Appendix C	$1.00	"		"
Appendix D	$1.00	"		"
Appendix E	$1.00	"		"
Appendix F	$1.00	"		"
Appendix G	$1.00	"		"

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

R. Bruce Baum
James M. Kreider
Department of Mental Retardation and Physical Handicap
State University College of Buffalo
Buffalo, New York

6.2 How developed and when:

During the summer and fall of 1973, the product was developed by Baum and Kreider with Lou Sinatra acting as advisor. Public school teachers, Teacher Corps interns and school principals in Buffalo also assisted in making contributions.

6.3 Evidence of effectiveness with users:

The product was field tested on several groups of teachers (up to 200) in the Buffalo area. The teachers report that the product helped to enlarge their observational abilities (e.g., the ability to focus on a specific learning problem of a student).

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The product addresses the need for teachers to make use of direct observation of individual students in the classroom. In fulfilling this need, the product supplies a well-organized, easily-read program for a teacher or potential teacher to follow when learning to apply techniques of direct observation to various aspects of pupil behavior. The contents are most applicable to teachers, although the product could be used by counselors as well.

The technical quality of this product is excellent; the booklet is readable and attractive.

Content accuracy/social fairness/community acceptance issues:

The content appears to be factually accurate. There is no ethnic or sex bias or controversial content.

Overall summary/comment:

The product is well thought out, well-organized, and readable. The writing is simple, free of jargon and to the point. This would be a useful booklet for a teacher to keep for reference -- especially the sections on Auditory and Visual Reception. The emphasis on direct experience with pupils instead of heavy theoretical material is practical, making this a good training program.

The need for a highly competent and experienced instructor is implied, but could perhaps be stated more clearly. The instructor would need to do some preparatory work with students, and would be valuable in stimulating and guiding instruction.